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Indiana University News-Letter

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No. 1

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TO its students and their parents, its alumni, and its friends, including the school administrators and teachers of the state, Indiana University presents with accompanying explanatory matter its War Service Plan.

The University is proud of the Plan and hopes it will receive the serious consideration of all to whom it is here presented.

Even before actual beginning of the war, steps were taken by the University to provide for students a center for dispensing military information, to accelerate selection of students to enter the School of Medicine, to advance graduation of seniors in the School of Law, and to grant credit to students inducted into military service near the end of the semester. The University was prepared for war.

Action by the University became both necessary and desirable with the entry of the United States into the war. We could not and would not maintain in entirety peace-time schedules, procedures, and curricula.

Immediately after the meeting early in January at Baltimore of the National Conference of College and University Presidents on Higher Education and the War, the University's Administrative Council, enlarged to include representation from all faculty and administrative areas, was called into session. To the Council were presented the requests and recommendations of the government as laid before the National Conference, the resolutions adopted by the Conference, all pertinent information received from government sources, the programs that had been adopted by other institutions of higher learning, the views of the University's students, and the accumulated suggestions of the University's faculty.

The Council worked hard and faithfully. The resultant recommendations received unanimous approval when submitted to the faculty and with the same unanimity were adopted by the Board of Trustees.

The Plan has two purposes. First, it provides ways and means for accelerating the progress of

students to meet the nation's demand for trained men and women and to permit students to receive the greatest possible amount of training prior to induction into military service or to joining in the total war effort. Second, the Plan makes all adjustments of curricula consistent with maintenance of educational standards and use of available resources.

The Plan has three characteristics. It permits maximum flexibility and acceleration. It adequately meets the new national needs. It is adaptable to individual student situations.

The Plan offers:

To students—the opportunity to complete, if they wish, the University course in two and two-thirds years; to finish, if they so desire, the University course in the traditional four years; to adjust through the Junior Division his or her University training to individual needs and time; and to receive as a part of the University work important physical and mental fitness training;

To parents—the opportunity to give their sons prior to military service the benefits of University training, to provide their daughters with an accelerated University course, and to lessen through the accelerated program the cost of a University education;

To teachers—the opportunity in the third semester to take a full University semester's work or to take an eight-week course, starting either in early May or in late June;

To high school seniors—the opportunity in conjunction with State Board of Education co-operative regulations to start their University courses in May prior to formal high school graduation; and,

To alumni—an added basis for pride in their dynamic alma mater.

Therefore, I bespeak serious consideration of The Indiana University War Service Plan—a program of the University during the war and, at least in certain of its features, for the peace that follows.

H. B Wells,
President

THE INDIANA UNIVERSITY WAR SERVICE PLAN

(Adopted by the Administrative War Council on January 14, 1942; by the faculty on January 15; by the Board of Trustees on January 16.)

In view of the request of our government that institutions of higher learning introduce accelerated programs to make it possible to graduate students before they reach the age for military or other wartime service, and because of the unmistakable evidence that unless adjustments are made at once by our own University to render this service to her present and prospective students she would fail to live up to her historic role and would allow unnecessarily large numbers of young men and women to face the present emergency and the postwar period without the benefits of a college education, the President of Indiana University called together an Administrative War Council to prepare proposals for meeting this emergency.

Calendar

Section 1. The University shall go on a three-semester basis (except the Normal College of the American Gymnastic Union), each semester including 77 teaching days and six days for examinations, and making use of enough Saturdays to make the plan workable.

The Extension Division calendar will be the same as that of other divisions of the University, except that their third semester will be somewhat shorter than the regular third semester.

Section 2. The first semester normally shall begin in the first week in September and end before Christmas. The second semester shall begin early in January and end in the latter part of April. The third semester shall begin in the second week in May and end after the middle of August. In 1942 the second semester shall begin on January 24 and end on May 10.

Section 3. The third semester shall be divided into two approximately equal parts.

Section 4. The three semesters shall be considered on the same basis with respect to teaching load of individual members of the staff, quality of instruction, content of courses, facilities for research, etc.

Calendar for

1942

Second Semester

January 24, Saturday	Enrollment
January 26, Monday	Classes begin
April 3, Friday	Holiday; Good Friday
May 4, Monday	Examinations begin
May 9, Saturday	Semester ends
May 10, Sunday	Commencement.

Saturday classes: January 31, Monday classes; February 7, Tuesday classes; February 21, Wednesday classes; February 28, Thursday classes; March 14, Friday classes; March 21, Monday classes; March 28, Tuesday classes; April 11, Wednesday classes; and April 18, Thursday classes.

Third Semester

May 7, Thursday	Registration
May 11, Monday	Enrollment
May 12, Tuesday	Classes begin
June 27, Saturday	First half ends
July 3, Friday	Holiday
August 17, Monday	Examinations begin
August 22, Saturday	Semester ends.

Saturday classes: May 16, Monday classes; May 23, Tuesday classes; June 6, Wednesday classes; June 13, Thursday classes; June 20, Friday classes; June 27, Monday classes; July 11, Tuesday classes; July 18, Wednesday classes; and July 25, Thursday classes.

First Semester

September 3-5, Thursday-Saturday	Orientation and Registration
September 5, Saturday	Enrollment
September 7, Monday	Classes begin
November 26, Thursday	Holiday; Thanksgiving
December 17, Thursday	Examinations begin
December 23, Wednesday	Semester ends.

Saturday classes: September 12, Monday classes; September 19, Tuesday classes; October 3, Wednesday classes; October 10, Thursday classes; October 31, Friday classes; and November 28, Monday classes.

Two Years

1943

Second Semester

January 4-6,

Monday-Wednesday	Registration
January 6, Wednesday	Enrollment
January 7, Thursday	Classes begin
April 16, Friday	Examinations begin
April 22, Thursday	Semester ends.

Saturday classes: January 9, Monday classes; January 23, Tuesday classes; February 13, Wednesday classes; February 27, Thursday classes; March 20, Friday classes; and March 27, Monday classes.

Third Semester

May 6, Thursday	Registration
May 10, Monday	Enrollment
May 11, Tuesday	Classes begin
<i>May 31, Monday</i>	<i>Holiday; Memorial Day</i>
June 26, Saturday	First half ends
<i>July 5, Monday</i>	<i>Holiday; Independence Day</i>
August 16, Monday	Examinations begin
August 21, Saturday	Semester ends.

Saturday classes: May 15, Monday classes; May 22, Tuesday classes; June 5, Wednesday classes; June 12, Thursday classes; June 19, Friday classes; June 26, Monday classes; July 10, Tuesday classes; July 17, Wednesday classes; and July 24, Thursday classes.

First Semester

September 2-4,	Orientation and
Thursday-Saturday	Registration
September 4, Saturday	Enrollment
September 6, Monday	Classes begin
<i>November 25, Thursday</i>	<i>Holiday; Thanksgiving</i>
December 16, Thursday	Examinations begin
December 22, Wednesday	Semester ends.

Saturday classes: September 11, Monday classes; September 18, Tuesday classes; September 25, Wednesday classes; October 9, Thursday classes; October 16, Friday classes; and November 27, Monday classes.

How the New Plan Speeds Up Graduation

Old Plan Without Summer Session

Present Juniors	June, 1943
Present Sophomores	June, 1944
Present Freshmen	June, 1945
Present High School Seniors	June, 1946

Old Plan Plus Summer Session

Present Juniors	June, 1943
Present Sophomores	February, 1944
Present Freshmen	February, 1945
Present High School Seniors	August, 1945

Three-Semester Plan

Present Juniors	December, 1942
Present Sophomores	August, 1943
Present Freshmen	April, 1944
Present High School Seniors	December, 1944

The new calendar permits acceleration for students desiring to speed up their programs. It is equally convenient for students who prefer to follow the time-honored four-year schedule.

Recitation or class days are the same as under the calendar which the University has heretofore used. Instruction is in nowise abbreviated. It is merely intensified.

The shortening of the first and second semesters and the addition of a full-length third semester is accomplished through the use of six to nine Saturdays, contraction or elimination of vacations, and slight reduction of the final examination periods.

Students electing to take full advantage of the calendar's acceleration provisions may complete work required for baccalaureate degrees in two and two-thirds years. This is of particular advantage to those who are eligible or who may be eligible to call for military service, to those who may wish to go into war work, and to those wishing to shorten the total time devoted to university training.

Students not electing to follow the accelerated program will find in the readjusted calendar, through attendance in the third semester either in whole or in either of its eight-week periods, an opportunity to enrich their studies by taking courses for which they otherwise would have no time during four years of two semesters each.

Students who must intersperse their university studies with employment will have longer periods in which to work, thereby earning more, and will be able to interrupt their university studies for such work at periods of the year other than summer.

Course offerings during each semester will be complete and full. An announcement of courses to be offered during both halves of the third semester will be published about March 1.

For teachers who wish to pursue graduate work there will be a considerable number of such courses offered during the second half of the third semester, after the closing of all public schools.

Teachers whose schools close in April or early in May will find courses suitable to their needs in either half, or both halves, of the third semester.

Some short courses may be offered June 11-27, which will enable teachers to pursue a twelve-week program as heretofore. Teachers interested in work during this period should communicate with the University as soon as possible.

Junior Division

Section 1. The Division Created. To serve new students more adequately by dealing with many old problems that will be intensified by and with new problems that will arise from the war situation in regard to admissions, guidance, two-year students, etc., there shall be created a Junior Division.

Section 2. Purposes of the Division. The purposes of creating such a Junior Division are:

a. To improve and enlarge the guidance and testing program for first-year students.

b. To plan more adequate curricula for students who expect to remain in the University only one or two years.

c. To assist students to make up deficiencies.

d. To provide uniform entrance requirements to the University.

e. To act as a clearing house for information that might lead to improving the teaching of first-year students.

f. To study curricula and academic problems of freshman students and make recommendations.

The Junior Division will be a permanent part of the organization of the University. It provides a Division of the University that is concerned primarily with the problems of first-year students, their courses of study, and their guidance during the period when they are making the transition from high school to the University. It will be the aim of this Division to provide for each student an educational program that will fit his own particular needs instead of attempting to fit him into one of a few definite courses of study.

The creation of this Division, however, will not necessarily change the study program of all freshmen. If the student is certain of the course that he wishes to pursue and if he is qualified to pursue it, he may do so at the same rate as has always been possible. If he is not certain of his course, the new Division will make it possible for him to explore different fields so that a wiser, final decision may be made. If he does not meet the entrance requirements of the school of his choice, the new Division will make it possible for him to remove his entrance deficiencies during his freshman year.

The Junior Division will also make possible terminal programs of study for students who can spend only one or two years in the University. During this time a course of study can be arranged for each student that will provide the maximum of practical training in some special field as well as general education that will be useful and valuable to him. So far as possible these programs will be designed so that the work done can later be fitted into courses leading to degrees.

Section 3. Organization of the Junior Division. The Junior Division shall be administered by a Dean who shall rank on a par with the Deans of the schools. He shall be assisted by such technical and clerical staff as may be necessary, and by an advisory board and group of student counselors as hereinafter provided.

The Dean of the Junior Division shall be assisted by an advisory board, which shall consist of ten members. This board shall act as an advisory body to the Dean. In addition to his duties as an adviser to the Dean, each member of the board shall act as director to a group of student counselors. He shall perform such other duties as are hereinafter designated or deemed necessary by the Dean.

Four members of the advisory board shall be representatives, one from each school that now registers freshmen, namely the College of Arts and Sciences, the School of Business, the School of Education, and the School of Music. Each such representative shall be nominated by the Dean of his school and appointed by the President and Board of Trustees upon recommendation of the Dean of the Junior Division.

The other six members of the advisory board shall be selected by the Dean of the Junior Division in accordance with what he believes to be the needs or interests of the Junior Division and of the various groups of the University, and recommended to the President and Board of Trustees for appointment.

Each member of the advisory board shall be appointed for one year and shall receive appropriate compensation for his services.

The Dean of the Junior Division and the advisory board shall be assisted by a group of student counselors. It shall be the duty of each counselor to advise students in accordance with the regulations laid down by the Dean of the Junior Division.

Student counselors shall be recommended for appointment to the President and Board of Trustees by the Dean of the Junior Division after consultation with the Dean and chairman or head of the

department and the members of the advisory board from the school of which the counselor is a member. Each counselor shall act as adviser to a group of students, the number to be determined by the Dean of the Junior Division. He shall be appointed for one year and shall receive appropriate compensation for his services.

Section 4. Functions of the Junior Division. The functions of the University Junior Division shall be:

a. To matriculate all freshmen and other students not matriculating in any other school.

b. To assemble information pertinent to the guidance of new students.

c. To counsel and guide new students.

d. To classify all new students into groups as follows:

Group 1 shall consist of those students who have chosen a school and who appear to be fully qualified to pursue the work of that school. Each of these students shall be advised by a counselor who represents the school that the student intends to enter.

Group 2 shall consist of students who have chosen a school but who have deficiencies that must be removed before they may enter the school of their choice. Each of these students shall be advised by a counselor who represents the school which the student intends to enter.

Group 3 shall consist of students who wish to pursue terminal curricula offered by the Junior Division of the University. Such students shall be assigned to counselors especially designated for this service by the Dean of the Junior Division.

Group 4 shall consist of students who are designated as adult special students. Such students shall be advised by counselors especially appointed for that group.

Group 5 shall consist of students who have not made a choice of school. Such students shall be designated as unclassified students and shall be advised by special counselors selected for that purpose.

e. To discover defects and deficiencies in students that impede their progress, and to provide means of removing these as speedily as possible.

f. To arrange with the various schools for one- and two-year curricula (terminal courses) which

meet the needs of students who are unable or who do not wish to work for a degree.

g. To assist in the placement of students at the proper instructional levels and to facilitate the offering, to exceptionally well-qualified and well-prepared students, of opportunities to demonstrate by examination that they have mastery of certain subjects and thereby enable them to earn credit by such examination or be excused from taking courses that otherwise would be required.

h. To arrange examinations to test students' interests and aptitudes and to encourage students to take such tests.

i. To co-operate with the schools in improving the teaching of first-year students and in developing courses that are designed for freshman students.

j. To co-operate with the schools in studying critically the requirements for entrance into the University, and the requirements that schools may establish for admission into their sophomore classes.

Section 5. Entrance Requirements. The power to fix entrance requirements to the *University* shall be vested in the Dean of the Junior Division and the advisory board subject to the approval of the President and Board of Trustees.

The requirements for admission to the Junior Division shall in no way affect the powers of the several schools to fix entrance requirements to their respective schools.

Student Body

Section 1. Admissions and Advanced Standing.

a. During the emergency, second-semester resident and non-resident high school seniors who give promise of success in college and who have minor University entrance deficiencies or deficiencies preventing graduation from high school, and high school graduates who give promise of success in college and who have minor University entrance deficiencies may be admitted to the University by the unanimous consent of a committee consisting of the Director of Admissions as chairman, the Dean of the Faculties, and the Dean of the college or school concerned.

b. During the emergency, such modifications in the rules and regulations governing the advanced standing of transfer students as are deemed necessary may be made by the committees on admissions for the several colleges and schools.

Section 2. *a.* Request shall be made to the State Board of Education by President Wells and Dean Briscoe to co-operate in the war emergency by authorizing secondary school officials to waive minor graduation requirements, such as by permitting seniors to withdraw in May, enter college, and receive their diplomas from high school.

The State Board of Education adopted resolutions January 16 providing for the school year 1941-42: that high school seniors qualified to graduate may discontinue high school to enter college after May 1 (the Indiana University third semester begins May 11); that high schools may certify for college entrance students lacking not to exceed two credits, provided such credit is earned during the first year of college; that high school students expecting to attend college be permitted to graduate from high school in seven semesters provided they have met other requirements.

Section 3. Military Credit. *a.* A student ordered to report for military service after the completion of at least six and not more than ten weeks of a semester will receive credit to the extent of one-half of the hours for which he is enrolled, subject to his standing in each class at the time of leaving. If withdrawal for the same reason occurs after the completion of at least ten weeks of a semester, the student will receive full credit for the courses in which he is enrolled, subject to his standing in each class at the time of leaving.

b. If a student is not satisfied with the grade earned up to the time of leaving the University, he may have the opportunity of taking a special examination without payment of the special examination fee.

c. A student who has met all the requirements for graduation except those that he would fulfill by completing the courses for which he is registered at the time he is ordered to report for military service will be recommended for his degree provided he has completed at least seven weeks of that semester for which he is registered, and provided that he has a standing in the courses for which he is enrolled which if maintained to the end of the semester would satisfy the requirements for graduation. Cases demanding special consideration will be acted upon individually by the Committee on Graduation. The same regulations will apply to students who normally would have completed the requirements for graduation at the end of the first semester of 1941-42.

d. The application of a student asking that academic credit be granted for honorable military service will be considered and acted upon by the

proper officials of the University after his military service has been completed.

e. These regulations will be applied to students who enlist and to those who are inducted under the selective service system.

Section 4. Student Emergency War Council. The Council shall be appointed by the President of the University and shall have the following functions:

a. Rescheduling and reorganizing the social program.

b. Promoting for defense purposes certain financial drives, as the sale of Defense bonds and stamps, contributions to the Red Cross, and other war causes approved by the University Committee on Campus Financial Drives.

c. Developing a system of voluntary clerical help for offices overburdened by their part in the defense program.

d. Promoting the student interest in and attendance of special courses, such as first aid, home nursing, background and progress of the war, etc.

e. Promoting enthusiasm for the new health program.

f. Co-operating with the University for the care of its property and for conservation in general.

The Student Emergency War Council, appointed on January 19, 1942, comprises the following persons:

James Antrim, Business '42, Chicago, Ill.; Scott Daniels, Business '42, Smithville; Donald Danielson, Education '42, Bloomington; James Gaddis, Business '44, Frankfort; Ellis Godsey, Business '42, Amboy; Chalmers L. Goyert, Law '44, Bloomington; Mary Ellen Hazel, Business '43, Bloomington; Margaret Hillis, Music '44, Kokomo; Dan Holthouse, Arts and Sciences '42, Decatur; Jane Hudson, Arts and Sciences '42, Detroit, Mich.; Eileen Jones, Arts and Sciences '42, Chicago, Ill.; Gene Kern, Business '42, Oakville; John Krueger, Arts and Sciences, '42, Gary; Norma Kunz, Arts and Sciences '43, Bloomington; Mary Mann, Education '42, Indianapolis; Kenneth Moeller, Business '42, Fort Wayne; Mary Rees, Arts and Sciences '42, LaPorte; Geneva Shaffer, Education '43, Arcadia; Rachel Stoner, Arts and Sciences '44, Tipton.

Section 5. Social Organization. In view of this all-out program for the national emergency in which all individuals and organizations are asked to play a part, the faculty urges and recommends that every fraternity and sorority do its part by operating on a year-round basis and that students, alumni advisers, faculty advisers, alumni groups,

and local and national Panhellenic and interfraternity organizations be encouraged to further this policy.

Section 6. Student Aid. There shall be established a number of War Service scholarships in which students may render war-time service to the University in return for their compensations. The number and character of these scholarships shall depend upon the need of individual students and the ability of the University to finance them.

Loan funds are available, in limited amounts and under certain conditions, to students who need them in order to continue their education. Application should be made to the Dean of Men and the Dean of Women.

Special War Effort

Section 1. War Aims Courses and Lectures on the Campus. *a.* General convocations in which lectures and audio-visual materials on War Aims and American Institutions and Culture shall be presented to the entire student body.

b. A special lecture series on the backgrounds of the war and the current progress of the war shall be available to all students. Special attention of upperclassmen should be directed to the lectures on these subjects to prospective officers in the Department of Military Science and Tactics, which may be opened to them.

c. A series of week-day exhibitions of films and other materials dealing with governmental problems and war aims shall be held in Alumni Hall and available to all students during the noon hour and through the middle of the afternoon, so that students may have an opportunity to see the materials being prepared by duly authorized agencies of the government.

d. The student forum program shall be expanded to reach organizations and dormitories more directly.

e. A reading shelf on American Institutions and Culture shall be established in every organization, hall of residence, the larger divisional libraries, and in the General Library, to contain the basic materials on American institutions and culture, so as to bring within the easy reach of as many students as possible the fundamental principles of the American faith and constitutional government.

f. The University's program of work in the Good Neighbor policy shall be correlated and emphasized.

Section 2. Courses in Special Training Areas.

a. In setting up the program of special courses that have to do with national defense, precaution should be taken to see that the program put into effect does not interfere seriously with the regular work of the University.

b. New courses of an intensive nature which are proposed to meet the needs as they arise shall be considered and approved by a general University committee. This committee shall also study carefully all requests for special courses received by the University from outside sources and shall make recommendations to the schools and departments concerned. During the period of the emergency, publications and news releases shall emphasize possibilities of special training related to the war effort. Descriptions shall cover these three types of courses:

1. Regular courses of the University that provide specialized training needed by the armed forces and the various civilian agencies supporting them.

2. Intensive short courses both with and without University credit, which may from time to time be scheduled.

3. Courses required or strongly recommended for enlistment in special branches of the military service.

Section 3. Courses for Civilian Defense. The Extension Division shall undertake to direct the preparation of teaching materials for ten fields of the civilian defense program, and the faculty of the University shall support the Extension Division in this program.

Section 4. Intensified Health and Physical Fitness Program. a. *Courses for Men.* In compliance with urgent requests from naval and military authorities and in harmony with resolutions passed by representatives of the Association of American Colleges and by the presidents representing approximately 800 American universities and colleges at Baltimore, Indiana University shall require, beginning January 24, 1942, that every undergraduate man student, unless excused by the Director of the Health Service, pursue a course in physical education each semester. During the second semester of 1942, this program shall be required of all men who shall have reached the age of 20 years on or before May 8 and shall be an elective for all others.

The outstanding emphasis in this course shall be the physical and mental fitness of men students at Indiana University. The program for all students, and especially those with physical defects who have been or who may be rejected as unfit for military service, shall be developed by the Department of Physical Education for Men with the collaboration of the Student Health Service. The classes shall meet for one period on alternate days of a six-day week. In addition, students enrolled will be required to participate each week in the intramural and recreational sports program for two periods of approximately two hours each. One credit hour a semester shall be granted for each semester's work if satisfactorily passed. Such credit hours shall be in addition to present requirements for graduation.

b. Courses for Women. Every undergraduate woman student shall be required to pursue a course in physical education each semester, with option in the junior and senior years of substituting courses such as first aid, home nursing, safety training, or nutrition, which may be approved. One credit hour a semester shall be granted for each semester's work, if satisfactorily passed. Such credit hours for the junior and senior years shall be in addition to present requirements for graduation. During the second semester of 1942 this program shall be optional for juniors and seniors.

c. Military Courses. The faculties of the individual schools shall give consideration to the giving of academic credit for the basic course in military science and tactics.

Military training will now be offered during the entire school year.

A number of regular courses have direct bearing upon preparation for military service and home defense work. Some of these are:

Bacteriology 152. Introductory Bacteriology. Presents the fundamental concepts of the biology of bacteria. Topics include: history, morphology, effects of physical and chemical agents, biochemical activities, and brief consideration of the principles of applied microbiology and infection.

Bacteriology 253. Applied Bacteriology. Extended discussions and exercises relating to applied microbiology: soil, food, and sanitary bacteriology; industrial fermentations and related topics.

Bacteriology 262. Bacteriological Technique. Exercises designed to acquaint the student with fundamental techniques essential to independent work in the laboratory: media production, sterilization, micrometry, special stains and other techniques.

Business 215. Principles of Transportation. The economics of transportation—internal waterway, railway, highway, and air in the United States; history of the economic development of various means of transportation and accompanying regulatory problems, state and Federal; rate, traffic, and service problems; public ownership and the regulation of competition; study of the need and possibility of coordinating all forms of transportation in the United States.

Business 301. Business and Industrial Problems of Mobilization. A study of the economic problems of war. Analysis of (1) a war economy as compared with a peace economy; (2) the war economies of the major foreign belligerents, Great Britain, Germany, and Japan; (3) U.S. governmental organization for war; (4) principal wartime economic controls, such as prices, fiscal policy, priorities, etc.; (5) problems arising in special fields, e.g., labor, transportation, agriculture, etc.; and (6) postwar economic problems, such as economic problems of reconstruction and economic bases of a permanent peace.

Business 302. Aeronautical Management. Development of air transportation; growth in the United States and Europe; influence of military aviation upon commercial transportation; technical development in the industry and its influence upon safety and consumer acceptance; problems of commercial air line operation; airport location and operation; economic regulation of air transportation; the relation of commercial air transportation to national defense.

Business 307. The Economy of Latin-America and the War. Information on hemisphere solidarity, economic and social conditions of Latin America, its history and geography, cultural pattern, foreign trade, transportation, communication, finances, politics and governments, defense problems, etc. Visual demonstrations will be included.

Ed. 341P.He. Community Health Organization. Emphasizes the principal features of the rapidly developing national and local public health program. Deals with such important problems as disease in terms of manpower loss in the community, control of communicable diseases, development of the public health organization, environmental sanitation, pure food and water supply, and school health programs.

Ed. 442N.Ed. Public Health Organization. A course for nurses, dealing with the organization and administration of the various phases of the public health program, including communicable diseases, vital statistics, epidemiology, sanitation, public health education, mental hygiene, child hygiene, public health nursing, industrial hygiene, and nutrition.

Geography 204. Meteorology. Designed primarily to give the student an understanding of the physical processes back of the daily weather changes. Major topics are: composition and structure of the atmosphere, temperature variations, pressure, moisture, wind systems, storms, and weather maps and weather forecasting.

Geology 208. Map Making. First part: Map essentials, scales, conventions, contour construction of relief assemblies, profiles, map reading, and principles of map construction; latter part: field mapping with plane table and alidade and other work for the training of majors with at least twenty hours of prerequisites.

Government 214. Far Eastern Politics. Discussion of the foreign policies of China and Japan in relation to the West from the middle of the nineteenth century to the present. Consideration of the domestic politics of these two countries in so far as they relate to the international politics of the region.

Government 103b. Governments of Continental Europe. Study of the governments of leading countries in Continental Europe, including governing arrangements in Russia, Germany, Italy, France, and Switzerland, with some emphasis upon historical background and the sweep of political evolution in the countries studied.

History 291b. Latin American Institutions. One basic objective is to provide a better understanding and appreciation of Latin American life. Significant aspects include: the importance of geography, psychology, political institutions, social and economic life and organization, international relations, especially with the United States; and religious, intellectual, and cultural life. The approach to most of these topics is historical, leading up to a description of present conditions.

Home Economics 114. Home Nursing. Lectures and demonstrations concerning prevention and spread of diseases in the home, the care of the sick, and treatment of home emergencies in so far as it is possible without special nurses' training.

Hygiene 107. First Aid. A lecture course on first aid measures for wounds, hemorrhage, burns, freezing, sprains, dislocations, fractures, unconscious conditions, suffocation, and poisons, with the medical background for all procedures. Emphasis is placed on things not to do.

Journalism 205. Public Opinion. A preparation for editorial and interpretive writing through the study of the factors motivating mass thinking and action as illustrated through the various mass political, economic, and social movements of the day.

Journalism 307. Foreign Press. A study of the press systems of foreign countries, with research in problems of limitations on such systems.

Physics 220. Radio Theory and Measurements. The fundamental theory and practice of radio circuits. One hour of recitation-lecture and two periods of laboratory work consisting of measurement of inductance and capacitance, construction and use of wave meters, making vacuum tube characteristic curves and the use of these curves in determining tube constants, and construction and use of simple transmitting and receiving circuits.

Physics 335. Advanced Communication Theory. A lecture-recitation course involving the theory of transmission circuits used in telephony, telegraphy, and radio, and covering network theorems, characteristic impedance, filter circuits and attenuators, audio and radio-frequency amplifiers, modulation and demodulation, and radiation from an aerial. Problems are given to illustrate the theory.

Psychology 141. Applied Psychology. A survey course designed to introduce the student to the fields in which psychology can be applied. Subtopics include psychology in medicine, in law, in advertising; vocational psychology and the study of factors making for maximum efficiency of work both in personal life and in industrial production; an examination of the psychological causes of war, military psychology, and morale.

Psychology 208. Investigation of Minor Problems. Undergraduate research problems are enrolled under this course number. Particular attention is now being given to special original research problems in military psychology.

Psychology 212. Statistical Methods in Psychology. The use of statistics in handling and evaluating psychological data, with especial reference to techniques for dealing systematically with individual differences in behavior. These methods are basic to the use of test and measurement procedures in classifying military personnel, and the course will be helpful to anyone wishing to go into personnel work, in the army or in civil life.

Psychology 254. Psychology of Language. The psychological phases of linguistic phenomena, including communicative speech and gestures and the symbolic behavior involved in literature and mathematics. Especial attention given to the interrelations between linguistic and other psychological processes in individual and social situations. During the present emergency emphasis will be placed upon the subjects of cryptanalysis and propaganda.

Psychology 248. Industrial Psychology. The contents of this course include a treatment of the psychological principles and factors that are involved, and psychological techniques and procedures which may be applied, in dealing with problems of employment and working conditions. This course is applied directly to personnel problems in vocational work, in business and governmental agencies, as well as to certain phases of the national defense program.

Psychology 256. Advanced Clinical Psychology. The course will briefly consider etiological factors affecting adjustment, and then deal more intensively with various therapeutic techniques, including case studies. It will also include interview and other examination techniques appropriate to personality and other mental disturbances relevant to military personnel problems.

Psychology 356. Seminar in Clinical Psychology. This course will be devoted chiefly to discussions of recent contributions of clinical literature as it relates to "theories" of abnormal behavior and treatment. Some consideration will be given to the war as it contributes to abnormal behavior.

Psychology 383. Advanced Clinical Practice. Opportunities for administration, scoring, and interpretation of aptitude, achievement, and educational tests which might either be used or usable in army personnel will be given in this course. The aim is to provide experience in more advanced psychological testing of adults.

Sociology 229. The Sociology of War. War as a social institution; theories of war causation; the effects of war on social institutions; the nature, social effects, functions, and implications of militarism; the evolution of war in relation to social structure; fascist views of war; types of war; the role of force and violence in social life; and other related subjects.

The courses described above provide opportunity for a student to become equipped, in some measure, with special knowledge and skills that will be useful when he is called into service either in the armed forces, in industry, or in other civilian activities. The University also offers courses which enable students to meet the college requirements of dif-

ferent branches of military service in the minimum of time. This is true especially of courses in mathematics and other subjects for men who enlist in the Naval Reserve V-7 Program, those who enlist in the Marine Corps Reserve, the Coast Guard, or who are candidates for the Flying Cadet Training Program of the Air Corps. Since many of its junior and senior students have already enlisted in the Naval Reserve, and will remain in school until the work for their degrees is completed before they are called to active service, certain courses of special value to them are contemplated and will be offered as need for them and student interest in them develops. Naval Navigation is an example of such a course. Air Navigation for men preparing to enter the Air Corps is another.

Special courses, with or without credit, will be organized during the emergency. Many of these will be of a technical nature and will provide special opportunities and advantages to men and women who wish to receive training in a special field within a short period.

Among those which have been suggested and may be offered are Radio and Radio Communication, unusual languages (such as Russian, Persian, Swedish, etc.), Home Nursing (without credit, given by American Red Cross), Day Care of Children, Instruction and Reading of Codes and Ciphers, Morse Code, Photography.

Men interested in training for the Quartermaster's Corps should obtain information from the School of Business, and those who wish to take training for the Signal Corps should consult the Department of Military Science and Tactics.

Economies

Section 1. In Operation of Physical Plant. *a.* Additional efforts by faculty, staff, and students of the University are recommended to conserve the University's expenditures for utility services, namely, electricity, heat, water, and maintenance, both as a patriotic duty during the war period and as a means of effecting economics in University expenditures.

b. Classrooms and offices should be lighted only when in use and temperatures maintained only at the minimum degree of general comfort. The University power plant now is being operated at maximum capacity and only through co-operative conservation of its product will be possible to avoid expensive additions.

c. Conservation of man-power in the services of the buildings and grounds staff can be effected through greater co-operation in lightening the work of that staff.

Section 2. In Use of Faculty and Staff. Every effort shall be made to make the economies that can be obtained by the proper use of the instructional staff and the proper scheduling of courses as indicated in Section 2 under "Faculty" and under "Curriculum."

Alumni

Section 1. Alumni War Council. An alumni war council shall be formed consisting of the alumni executive council, the district councilors, and the district vice councilors, who shall be made fully acquainted with the University's War Service Plan.

Section 2. War Service Record. The Alumni Secretary shall maintain a war service record of alumni, students, and faculty serving in the armed forces.

Section 3. Interpretation to Alumni. Alumni shall be familiarized with the University's war program by the sending of a copy of the War Service Plan to each alumnus, through holding of special alumni meetings for discussion of the Plan, through attention to the Plan in the *Alumni Magazine*, and through presentation of special alumni radio programs.

Section 4. Contact with Those in Service. The University shall maintain contact with alumni and students in military service through the sending of the *Alumni Magazine* and *The Indiana Daily Student* to the libraries of each military post, and through request to alumni living near military posts that they entertain alumni and students stationed at such posts.

Section 5. Memorial Plaque. The Alumni Secretary shall prepare and maintain a memorial plaque in the Memorial Union Building honoring alumni, students, and faculty who die or are killed in service.

Section 6. Alumni Ceremonials. Foundation Day shall be observed in 1942 early in April and in subsequent years on January 20 so long as the three-semester calendar is in operation.



Administrative War Council

The War Service Plan, as herein set forth, was formulated by the Administrative War Council of Indiana University, which included the regular Administrative Council, augmented by others called in to represent certain groups and divisions.

The original Administrative Council consisted of President Herman B. Wells, Comptroller Ward G. Biddle, Registrar Thomas A. Cookson, Deans Herman T. Briscoe, H. Lester Smith, Selatie E. Stout, Fernandus Payne, Willis D. Gatch, Bernard C. Gavit, Robert L. Sanders, Arthur M. Weimer, William H. Crawford, representing the Faculties, School of Education, College of Arts and Sciences, Graduate School, and Schools of Medicine, Law, Music, Business, and Dentistry, respectively; Director Robert E. Cavanaugh, of the Extension Division, and Director E. Ross Bartley, of the News Bureau.

Added to these were: Clarence E. Edmondson, Dean of Men (in his absence, Robert E. Bates, Associate Dean of Men); Mrs. Kate H. Mueller, Dean of Women; Frank R. Elliott, Director of Admissions; Willard W. Patty, Director of the Normal College of American Gymnastic Union of Indiana University; Joseph A. Franklin, Assistant Comptroller; Albert L. Kohlmeier and Ralph E. Cleland, representing the College of Arts and Sciences; Edwin H. Sutherland, Chairman of the Program Committee of the University Council; Oliver P. Field, Chairman of the Faculty Committee on American Institutions and Culture; Colonel Raymond L. Shoemaker, Commandant of the R.O.T.C.; Zora G. Clevenger, Director of Athletics (in his absence, Earl C. Hayes, Acting Director); and Edward E. Edwards, Secretary of the Faculty Committee on Administrative Research.

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Indiana University News-Letter

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VOL. XXX, No. 2

BLOOMINGTON, INDIANA

FEBRUARY, 1942

The Training Course for Social Work

Indiana University, at Indianapolis



Member of the American Association of Schools of Social Work

Calendar* for Two Years

1942

Second Semester

January 24, Saturday Enrollment
January 26, Monday Classes begin
April 3, Friday Holiday; Good Friday
May 4, Monday Examinations begin
May 9, Saturday Semester ends
May 10, Sunday Commencement.

Saturday classes: January 31, Monday classes; February 7, Tuesday classes; February 21, Wednesday classes; February 28, Thursday classes; March 14, Friday classes; March 21, Monday classes; March 28, Tuesday classes; April 11, Wednesday classes; and April 18, Thursday classes.

Third Semester

May 7, Thursday Registration
May 11, Monday Enrollment
May 12, Tuesday Classes begin
June 27, Saturday First half ends
July 3, Friday Holiday
August 17, Monday Examinations begin
August 22, Saturday Semester ends.

Saturday classes: May 16, Monday classes; May 23, Tuesday classes; June 6, Wednesday classes; June 13, Thursday classes; June 20, Friday classes; June 27, Monday classes; July 11, Tuesday classes; July 18, Wednesday classes; and July 25, Thursday classes.

First Semester

September 3-5, Orientation and
Thursday-Saturday Registration
September 5, Saturday Enrollment
September 7, Monday Classes begin
November 26, Thursday Holiday; Thanksgiving
December 17, Examinations begin
December 23, Semester ends.
Wednesday

Saturday classes: September 12, Monday classes; September 19, Tuesday classes; October 3, Wednesday classes; October 10, Thursday classes; October 31, Friday classes; and November 28, Monday classes.

1943

Second Semester

January 4-6, Monday-Wednesday Registration
January 6, Wednesday Enrollment
January 7, Thursday Classes begin
April 16, Friday Examinations begin
April 22, Thursday Semester ends.

Saturday classes: January 9, Monday classes; January 23, Tuesday classes; February 13, Wednesday classes; February 27, Thursday classes; March 20, Friday classes; and March 27, Monday classes.

Third Semester

May 6, Thursday Registration
May 10, Monday Enrollment
May 11, Tuesday Classes begin
May 31, Monday Holiday; Memorial Day
June 26, Saturday First half ends
July 5, Monday Holiday; Independence Day
August 16, Monday Examinations begin
August 21, Saturday Semester ends.

Saturday classes: May 15, Monday classes; May 22, Tuesday classes; June 5, Wednesday classes; June 12, Thursday classes; June 19, Friday classes; June 26, Monday classes; July 10, Tuesday classes; July 17, Wednesday classes; and July 24, Thursday classes.

First Semester

September 2-4, Orientation and
Thursday-Saturday Registration
September 4, Saturday Enrollment
September 6, Monday Classes begin
November 25, Thursday Holiday; Thanksgiving
December 16, Examinations begin
December 22, Semester ends.
Wednesday

Saturday classes: September 11, Monday classes; September 18, Tuesday classes; September 25, Wednesday classes; October 9, Thursday classes; October 16, Friday classes; and November 27, Monday classes.

* See "The Accelerated Schedule," p. 11.

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Officers and Faculty, 1941-42

OFFICERS OF ADMINISTRATION

HERMAN B WELLS, A.M., LL.D., President of the University.
WILLIAM LOWE BRYAN, Ph.D., LL.D., L.H.D., President Emeritus.
WARD GRAY BIDDLE, A.B., Comptroller, and Secretary of Board of Trustees.
THOMAS AUBREY COOKSON, Registrar.
HERMAN THOMPSON BRISCOE, Ph.D., Dean of the Faculties.
SELATIE EDGAR STOUT, Ph.D., Dean of the College of Arts and Sciences.
FERNANDUS PAYNE, Ph.D., Sc.D., Dean of the Graduate School.

FACULTY

EDWIN HARDIN SUTHERLAND, Ph.D., Professor of Sociology, and Director of the Training Course for Social Work.
LOUIS EARL EVANS, A.M., Associate Professor of Sociology, and Director of the Bureau of Social Research.
LEONA ELIZABETH MASSOTH, A.M., Assistant Professor of Social Work (on leave of absence, 1941-42).
WADE T. SEARLES, A.M., Assistant Professor of Social Work, and Field Representative in Public Welfare Administration (half-time).
MARGARET C. MILLER, A.M., Instructor in Social Work, and Director of Field Work.
HELEN SANDERS, M.S.S., Instructor in Social Work.
(Mrs.) ALICE REYNOLDS SMITH, A.M., Field Work Instructor in Social Work.

LECTURERS IN SOCIAL WORK

ALLAN BLOOM, Director of Kirshbaum Community Center.
DAVID ARMITAGE BOYD, M.D., M.S., Professor of Psychiatry, School of Medicine.
GEORGE WILLIAM EGGLESTON, LL.B., General Counsel, Indianapolis Legal Aid Society, Inc. (second semester, 1941-42).
BERTHA OLIVE LEMING, A.M., General Supervisor of Social Service, Indianapolis Public Schools (first semester, 1941-42).
HOWARD BENNETT METTEL, B.S., M.D., Chief, Bureau of Maternal and Child Health (first and third semesters, 1941-42).
BERNICE E. ORCHARD, M.S., Child Welfare Consultant, Indiana State Department of Public Welfare (first semester, 1941-42).
ARTHUR W. POTTS, A.M., Administrative Assistant, Indiana State Department of Public Welfare (first semester, 1941-42).

CAROL LEE GEISLER, A.B., Secretary, Training Course for Social Work and Bureau of Social Research.

General Statement

History of the Training Course for Social Work

INDIANA UNIVERSITY was one of the first institutions of higher education to recognize the need for professional education for social workers. In 1911 the Department of Economics and Sociology, with the cooperation of the Social Service Department of the School of Medicine in Indianapolis, began to offer courses and field experience designed to prepare students for social work positions. The program developed largely in the field of hospital social work until 1924 when the Training Course for Social Work was organized formally as a division of the Department of Economics and Sociology and its program expanded to provide education for the general field of social work and to give greater emphasis to social research. The division continued to offer undergraduate as well as graduate work until 1936.

The Training Course for Social Work is now functionally separate but administratively associated with the Department of Sociology. It offers a full four-semester graduate program of courses, field work, and research leading to the Master's degree in social work. The Training Course is a member of the American Association of Schools of Social Work (national accrediting body for professional schools of social work), and its four-semester program is fully accredited.

Social Work in Indiana

The growth of social work has increased greatly the demand for social workers. Since the World War and especially since 1930 the rapid development of public social work has opened vast new fields for qualified social workers. The public social services under the Federal Social Security Act require not only more social workers but better prepared workers. The trend in Indiana has followed in this direction.

The Indiana Welfare and Unemployment Compensation Acts of 1936 broadened greatly the fields open to social workers in this state. The development of professional standards in probation, parole, relief, and institutional work, in addition to the Social Security program, as well as the raising of standards in private social agencies, has resulted in a large deficiency in the number of qualified persons in Indiana and in the nation. Brief inquiry reveals that there are not less than 2,500 persons in private and public social work positions in Indiana at the present time. Each year many social workers are required to fill vacancies and to meet new personnel requirements in this state.

Emergency Social Welfare programs are requiring increasing numbers of well-qualified social workers and even larger numbers will be required in the post-war period.

Professional Education for Social Work

The standards of education required by both private and public social agencies have been raised rapidly during the past few years. One to two years of professional education on the graduate level are

being accepted increasingly as a minimum for beginning positions in social work.

There is no short cut to professional competence in social work. Short or long apprenticeship in a social agency as a method of preparation for social work, like apprenticeship training in the other professions with all the dangers of the trial-and-error method, is disappearing in favor of education in recognized professional schools. Sound preparation for social work follows three principles well tested by the older professions: (1) a prerequisite of a good general college or university education with special attention to the basic sciences in which the profession has its roots; (2) basic education for the field as a whole as a necessary part of the equipment of a social worker whatever his field of special interest; (3) specialized work in the fields of special interest in addition to, not in lieu of, the basic work. The vital interrelationships of the various special fields of social work make it imperative that the social worker in one field have an understanding of the common background and the basic principles and methods of the other fields of social work. The worker in juvenile probation for example must understand not only those principles and skills of his own particular province, but must know the sociological, economic, psychological, biological, historical, and governmental backgrounds common to the problems with which social work deals and the principles and methods of case work in family welfare and child welfare, group work, community organization, and other fields upon which he is dependent for the successful performance of his duties as a probation officer.

The program of the Training Course for Social Work of Indiana University is built on these sound principles. Only those persons who have satisfactory general educational backgrounds are admitted. All students are expected to take two semesters of work in basic courses. Two semesters or more of work suitable for advanced preparation in the principal specialized fields are offered.

Sound education for social work offers the capable young man or woman a secure and satisfying career in an expanding professional field increasingly important to the development of our democratic civilization.

Field Work

An indispensable part of education for social work is supervised field work. In this phase of his work the student, under the skillful supervision of a carefully selected and well qualified supervisor in a recognized private or public agency, applies and tests the principles and methods which are developed through his classroom work and study, and by actual practice under supervision acquires the skills of his profession. Field work, is, therefore, not merely "practice," but is a real educational experience.

Registration in field work is necessarily limited by the number of places available. Field work courses are open only to full-time students, and, if enough places are available, to part-time social workers who have completed the required classroom courses. A student should apply for field work at least one month in advance of the opening of the semester to insure placement.

A minimum of ten semester hours of field work is required for the Master's degree.

A minimum of forty-eight clock hours is required for one semester hour of credit.

The first ten credits in field work should be taken in two consecutive semesters. Under the tri-semester plan the student may begin at any semester of the year. The only exception to this is the case of a student who has sufficient course credits to warrant a plan of block field work. Such a student may take ten credits in one semester, devoting at least thirty clock hours a week to this.

Arrangements are made for the student who is beginning professional education to spend three days each week in a selected social agency. The new student without experience in social work should remain in his first field work agency for two semesters. Emphasis is placed on those factors which are basic to all forms of social work. In the third semester of his work the student has the opportunity for experience in some specialized type of public or private social work, and may spend up to thirty hours a week in the field, arranging classroom courses accordingly. All field work is carried on under the supervision of the director of field work instruction and the supervisory personnel of the agencies.

Field work courses are offered by the Training Course for Social Work in the following divisions: family case work; child welfare work, in child placing, in institutions, in the public schools; public welfare; probation and corrections; community organization; group work; personnel work.

Field work opportunities may be arranged with the following agencies cooperating with the Training Course for Social Work in providing field work during the year:

- Catholic Charities Bureau
- Children's Bureau of the Indianapolis Orphan Asylum
- Family Welfare Society
- Flanner House
- Indiana Boys' School
- Indiana State Department of Public Welfare
 - Division of Corrections
 - Division of Medical Care (Mental Hygiene)
 - Unemployment Relief Division
- Indiana State Prison, Michigan City
- Indiana University Medical Center
 - Administrative Office
 - Child Study and Guidance Clinic
- Indianapolis Council of Social Agencies
- Indianapolis Public Schools, Social Service Department
- Jewish Community Center Association
- Marion County Department of Public Welfare
 - Aid to Dependent Children Division
 - Blind Assistance Division
 - Children's Division
 - Old Age Assistance Division
- Marion County Juvenile Court
- Travelers' Aid Society
- United States Housing Authority, Lockefield Gardens
- Young Men's Christian Association
- Young Women's Christian Association.

By arrangement in advance with the Director of Field Work, efforts will be made to place students in third- and fourth-semester field work in agencies other than those listed.

Social Research

Skill in original study should be a part of the equipment of every social worker. Such skill enables him to explore for himself problems which he must meet in the better performance of his work. It enables him to contribute to the body of knowledge and literature upon which his profession grows. The student in the Training Course for Social Work is expected to demonstrate his research ability by submitting a thesis based on his original inquiry in some aspect of social welfare. The Faculty is prepared to assist him through seminars and conferences.

Bureau of Social Research

The Bureau of Social Research was established in 1930 and is maintained as part of the work of the Training Course for Social Work. It is the purpose of the Bureau to carry on studies which have a bearing on social work and to cooperate with public and private social agencies in research work.

The facilities and equipment of the Bureau offer to a student interested in social research opportunity to assist in the projects of the Bureau and to carry on studies of his own.

Field Service

As part of the public service of the Training Course for Social Work, the members of its staff are available to assist local communities, agencies, and groups with lectures and courses of lectures, institutes, conferences, planning and conducting surveys and studies, and for consultations on social work and welfare problems, if such services serve an essentially public interest. For information regarding field service write to the Training Course for Social Work.

Extension Courses

Through the cooperation of the Training Course for Social Work and the Extension Division of the University, on application of a reasonable number of qualified persons, suitable extension courses in social service may be arranged in convenient centers throughout the state. For information regarding extension courses in social service write to the Training Course for Social Work.

Requirements for Admission

To be admitted to the Training Course for Social Work, a student must have graduated with a baccalaureate degree from Indiana University or from an institution of similar rank, and must have met the general requirements for admission to the Graduate School. As specific preparation for the study of social work, a student should have completed not less than thirty semester hours of social and psychological science, including not less than five semester hours in each of the fields of sociology, economics, political science, and psychology, and not less than twelve semester hours in one of them; or equivalents ap-

proved by the Dean of the Graduate School. A student whose background preparation is deficient may be admitted on an individual basis on conditions determined by the Dean of the Graduate School.

Indiana University Extension Division, at Indianapolis, offers courses fulfilling the social science requirements for admission to the Training Course for Social Work.

A few mature persons of special promise with experience in social work but who have not graduated from an approved college or university may be admitted as special students. The number of such students may not exceed ten per cent of students registered.

A person desiring admission to the Training Course for Social Work should file application (form may be obtained by writing to Training Course for Social Work, Medical Center, Indianapolis) together with (1) an official transcript and proof of graduation with a baccalaureate degree from an approved college or university and (2) a photograph of himself (not a proof or snapshot), not later than fifteen days before the beginning of the semester in which he wishes to enter. Early application is necessary to assure a decision regarding the applicant's qualifications for admission in time to register. A prospective student who can present himself for an interview with members of the Faculty is urged to do so. Interviews should be arranged in advance by correspondence.

Courses are arranged so that new students may be regularly admitted at the beginning of each semester and, under special circumstances, a few students may be admitted at the beginning of the second half of the third semester. Students should plan to spend at least two full consecutive semesters in residence at a time in order to complete the various units of their work.

Part-time work in residence may be arranged to fulfill part, but not all, of the work required for the Master's degree.

Requirements for the Degree Master of Arts

The curriculum of the Training Course for Social Work is designed to fulfill the requirements for the degree Master of Arts, with a major in Social Service, in four semesters of graduate professional study. However, the degree is not awarded automatically upon the completion of a specified number of credits. A student may be recommended for the degree only upon meeting at least the following requirements: (1) a baccalaureate degree from an approved college or university, (2) the satisfactory completion of at least forty-five semester hours of graduate professional courses which must have included (a) the basic curriculum courses, (b) not fewer than ten semester hours of supervised field work, and (c) not fewer than ten semester hours of elective courses in one specialized field, (3) the presentation of an acceptable thesis covering an original inquiry in the field of social welfare and representing a contribution to human knowledge, and (4) the passing of an oral examination given by the Faculty over his professional work.

Admission to the Training Course for Social Work and to the Graduate School does not imply admission to candidacy for the degree. Application for admission to candidacy may be made by the student

after the completion of one full semester's work. The student must be admitted to candidacy at least one semester before completion of his work. To be admitted the student must have had his major professor and thesis subject selected and certified by the Director on recommendation of the Faculty.

A student may not count toward the degree courses which have been completed more than five years prior to the time for receiving the degree. An amount of work not to exceed fifteen semester hours may be transferred from another approved school of social work, and may be accepted as fulfilling part of the requirements for the degree.

The Master of Arts degree granted for work in the Training Course for Social Work is a standard academic degree. However, in addition, it signifies one's attainment in his preparation for a professional career. The student is expected to approach his study with a professional spirit, not to complete so many courses but to master the field in which he is to practice, not to seek recognition but to prepare himself for service. His degree should represent a high degree of achievement in these things.

Library Facilities

The departmental library of the Training Course for Social Work contains 3,325 volumes (January 1, 1942) and receives forty-one periodicals.

In addition, the Extension Division Library, the Indianapolis Public Library, the Indiana State Library, and the Library of the Indiana State Department of Public Welfare are within easy access to the Training Course for Social Work. These libraries invite students to make full use of their excellent facilities and good collections of books, reports, pamphlets, and periodicals relating to social work and the social sciences.

Health Service

Full-time students participate in the student health service, which entitles them to an important group of health and medical services. Additional medical and surgical services are available at the University Hospitals at reasonable additional cost.

Students' Club

The Social Work Students' Club is open to all students in the Training Course for Social Work. It holds regular social and discussion meetings, sponsors visits to local social agencies and institutions, and carries on other activities of interest to students.

Fees

Regular students in the Training Course for Social Work who are legal residents of the state of Indiana are charged a fee of \$50 a semester. Regular nonresident students are charged a fee of \$67.50 a semester. Part-time resident students are charged a fee of \$6 a credit hour up to eight hours and \$50 a semester for eight hours or more. Part-time nonresident students are charged a fee of \$8.25 a credit hour up to eight hours and \$67.50 a semester for eight hours or more.

The fee for any degree is \$5 and must be paid to the University at least thirty days before graduation. Students who register later than ten days after the official registration days in any semester will be charged a fine of \$1 for the first day and 25 cents additional for each succeeding day.

The health fee, for full-time students, is \$3 each semester.

Students taking field work are charged an additional fee of 50 cents a credit hour of field work.

An examination fee of \$1 is charged for each make-up or special examination. All fees, except the graduation fee, are payable at the time of registration.

Scholarships and Student Aid

The Katharine Holliday Daniels Memorial Fund, established in 1937 by the Indianapolis League of Women Voters, is available for loans, without interest, to students, preferably to those preparing themselves for group work and allied fields.

Service scholarships in institutions are available to a few students.

Faculty members are glad to assist students in obtaining suitable part-time employment to defray part of their expenses.

Information regarding scholarships and student aid may be obtained by writing to the Training Course for Social Work.

Living Accommodations and Expenses

Students are urged to come to Indianapolis sufficiently in advance of registration to make satisfactory living arrangements. Satisfactory room and board can be obtained for \$45 to \$60 a month. Books and supplies average \$15 to \$25 a semester. Other living expenses vary greatly according to the student's standard. Reasonably priced living accommodations are available in good residential districts.

The Accelerated Schedule

In keeping with the demands of the war emergency, Indiana University has adopted an accelerated schedule to permit the most efficient use of its facilities on a year-round basis. This provides for three full semesters a year, each with the regular 77 teaching days plus examination periods and limited holidays.

This plan offers special advantages to students in social work. It makes possible completion of the work for the Master's degree in a shorter span of time; it permits uninterrupted field work programs; it permits admission at the beginning of any semester; it places major holiday periods between semesters.

The accelerated schedule serves the national interest by making trained social workers available earlier and in greater numbers to meet the increased demands of the field.

Certain courses offered in the third semester may be completed within half of the semester, and employed persons may thus utilize extended vacation periods to advance their professional education.

Plan of Work

Education for social work at Indiana University consists of three steps: (1) general education including the social science or pre-professional background for social work, (2) basic curriculum in social work, and (3) advanced specialized courses. The Training Course for Social Work provides the last two of these three steps.

Pre-Professional Curriculum

Students planning to enter social work as a profession should include in their undergraduate work courses in sociology, psychology, economics, political science, history, and physiology as particularly good background for social work training. Knowledge and good use of the English language is part of the essential equipment of every social worker. No part of a good education is foreign to the needs of any professional man or woman.

In addition to elementary courses in the social sciences, courses covering particular areas of these sciences should be included in the background curriculum.

In sociology, knowledge of social problems, social disorganization or pathology, urban and rural sociology, the family, etc., is essential. Students who expect to work with definite sectarian, racial, or national groups should acquaint themselves with the histories and cultures of these groups.

In psychology, courses covering social, abnormal, child, and clinical psychology are suggested. In economics, familiarity with labor problems, economic history, and public finance is desirable. In government, courses dealing with the federal, state, and local government, and with public administration are recommended.

American and English history and general physiology are useful to the social work student and are especially recommended.

A well-balanced selection from courses covering these fields is sound pre-professional background.

Basic Professional Curriculum

All students who are candidates for the Master's degree are required to complete at least ten credits (480 clock hours) of basic field work and a group of courses making up the basic curriculum. In general, elective courses may not be taken until the student has completed all or a major part of the basic curriculum courses. The following courses constitute the basic curriculum:

- S.S. 299, Social Welfare Organization;
- 301, Psychodynamics of Human Behavior;
- 312, Social Case Work;
- 315, Child Welfare Problems;
- 316, Aspects of Health and Disease;
- 324, Social Work and the Law;
- 326, Public Welfare and Public Assistance;

- 329, Community Organization;
- 330a, Social Statistics;
- 330b, Social Statistics Laboratory;
- 340, Introduction to Social Group Work.

Students who have had comparable courses at other times or in other institutions may be excused by the Faculty from taking particular required courses and be permitted to substitute elective courses provided that they can demonstrate by means determined by the Faculty that they have mastered the content of the course or courses from which they may be excused. Students' course sequences must be approved by the Faculty.

Advanced Professional Curriculum

The Training Course for Social Work offers advanced elective courses suitable as preparation for several specialized areas of social work. Students in their third semester should select a major part of their advanced courses from those related to the specialized field in which they elect to concentrate their advanced field work and research. All students writing theses are required to take 320, Research and Thesis Writing.

The following elective courses are recommended to all students:

- S.S. 305, History of Social Work;
- 310, Social Case Work in Specific Settings;
- 341, Organization and Methods of Social Group Work.

Students concentrating in the area of Social Case Work and doing their advanced field work in family or child welfare agencies or psychiatric clinics should include among their elective courses:

- S.S. 310, Social Case Work in Specific Settings;
- 323, Advanced Social Case Work;
- 344, Treatment of Delinquency;
- 350, Social Psychiatry;
- 360, Seminar in Social Work (social case work projects).

Students taking advanced field work in Social Group Work should include in their elective courses:

- S.S. 314, Administration of Social Agencies;
- 341, Organization and Methods of Social Group Work;
- 344, Treatment of Delinquency;
- 350, Social Psychiatry;
- 360, Seminar in Social Work (group work projects).

Students carrying advanced field work in Community Organization should elect among their advanced courses:

- S.S. 306, Social Insurance and Legislation;
- 314, Administration of Social Agencies;
- 341, Organization and Methods of Social Group Work;
- 360, Seminar in Social Work (projects in social planning).

Students doing advanced field work in agencies for the Prevention and Treatment of Delinquency should take among their elective courses:

- S.S. 310, Social Case Work in Specific Settings;
323, Advanced Social Case Work;
341, Organization and Methods of Social Group Work;
344, Treatment of Delinquency;
350, Social Psychiatry;
360, Seminar in Social Work (delinquency projects).

Students taking advanced field work in Public Welfare and Social Security Administration should include in their programs:

- S.S. 306, Social Insurance and Legislation;
310, Social Case Work in Specific Settings;
314, Administration of Social Agencies;
360, Seminar in Social Work (projects in administration);
370, Supervision in Social Work.

Students concentrating in the field of Social Research should include in their programs:

- Courses in the field of thesis, and
360, Seminar in Social Work (projects in advanced statistics and research methods).

National professional associations in several specialized fields of social work have specific educational and course requirements for membership. Students wishing to qualify for membership in these associations should take these requirements into consideration in planning their advanced programs.

Description of Courses

*. In the following announcements, I, II, and III are used to indicate whether a course is given in the first, second, or third semester, respectively. The abbreviation "cr." is used to indicate credit, not clock, hours.

205. FIELD OF SOCIAL WORK—

For student nurses in their Senior year. I. (2 cr.) Mr. SEARLES.

212. SOCIAL CASE PROBLEMS—

Social work approach to individual problems. On Bloomington campus only, for Seniors taking a major in Nursing Education. I. (2 cr.) Miss SANDERS.

299. SOCIAL WELFARE ORGANIZATION—

A survey of the public and private social agencies and services. The types and functions of social agencies; an introduction to their structure and methods of operation; their relation to other community agencies and services. I. (3 cr.) Repeated II, III. Mr. SEARLES and others.

301. PSYCHODYNAMICS OF HUMAN BEHAVIOR—

The emotional life and behavior mechanisms of normal persons; special emphasis on problems arising in social case work. Prerequisite, second-semester standing. I. (2 cr.) Repeated III. Miss SANDERS, Dr. BOYD.

303. FIELD WORK—

Supervised practice in social agencies in or near Indianapolis. Minimum credit, 480 clock hours. Field work may be taken with or after the regular first-semester courses. I, II, III. (10 cr.) Miss MILLER, Mrs. SMITH, and assistants.

304. ADVANCED FIELD WORK—

The student has an opportunity to specialize in some type of public or private social work. Prerequisites, second-year standing, including Course 303. I, II, III. (10 cr. or as arranged.) Miss MILLER, Mrs. SMITH, and assistants.

305. HISTORY OF SOCIAL WORK—

Survey of efforts throughout the ages to relieve distress; leaders in welfare movements; a background for evaluating present-day methods and trends in present-day professional social work. Prerequisite, second-year standing. II. (3 cr.) Mr. SEARLES.

306. SOCIAL INSURANCE AND LEGISLATION—

A study of the social and economic problems of unemployment, illness, accidents, old age, and dependent children, and the methods of care devised to meet these problems through the

social insurances and related social legislation; a comparison of the European and American systems on the federal, state, and local levels. I. (4 cr.) Mr. SEARLES.

310. SOCIAL CASE WORK IN SPECIFIC SETTINGS—

Further study of the case work process, with particular emphasis upon the approach to case work problems and upon the influence of specific agency settings and functions. Prerequisite, Course 312. II. (3 cr.) Miss SANDERS and others.

312. SOCIAL CASE WORK—

Case work approach to social problems, introduction to basic case work principles, to case work clients and their problems, to the case work process, and to case work skills. I. (2 cr.) Repeated II, III. Miss SANDERS.

314. ADMINISTRATION OF SOCIAL AGENCIES—

The internal administration of social agencies, including organization, financial management, supervision of personnel, efficiency, committee organization and management, and public relations. Prerequisite, second-year standing. III. (3 cr.) Mr. EVANS, Mr. SEARLES.

315. CHILD WELFARE PROBLEMS—

A survey of the field of child welfare: problems of dependent, neglected, delinquent, illegitimate, and handicapped children; methods of care; child caring agencies; laws relating to children. I. (3 cr.) Repeated III. Mr. EVANS.

316. ASPECTS OF HEALTH AND DISEASE—

Problems of health and disease with which the social worker is concerned; the sources of medical care and the use of medical agencies; organization of public health programs, with special emphasis on maternal and child health. II. (3 cr.) Dr. METTEL and others.

320. RESEARCH AND THESIS WRITING—

Individual and group conferences, lectures, readings in methods of research, and reports on thesis projects. Students doing special research may be admitted. Thesis credit not to exceed eight hours. I, II, III. (cr. arranged) Mr. EVANS and others.

323. ADVANCED SOCIAL CASE WORK—

Further study of the case work process, the dynamics in case work interviewing. Prerequisites, second-year standing, including Courses 301, 310, 312. II. (2 cr.) Miss SANDERS.

324. SOCIAL WORK AND THE LAW—

Principles of law which concern the social worker; the use of legal materials and judicial machinery; the legal services for the poor litigant. Prerequisite, second-semester standing, or consent of the Faculty. I. (2 cr.) Mr. EGGLESTON.

326. PUBLIC WELFARE AND PUBLIC ASSISTANCE—

Development, organization, functions, and methods of care of the public social services on the federal, state, and local levels.

II. (4 cr.) Mr. SEARLES.

329. COMMUNITY ORGANIZATION—

After discussion of the community, its nature and its functions, this course is devoted to consideration of the processes of organization and use of community forces in attaining social welfare objectives. I. (2 cr.) Repeated III. Mr. EVANS.

330a. SOCIAL STATISTICS—

Designed to give the student an understanding of the problems of social statistics, of reading and interpreting statistical material, and of the importance and uses of administrative statistics. I. (2 cr.) Mr. SEARLES.

330b. SOCIAL STATISTICS LABORATORY—

Supervised laboratory preparation of simple social statistics. I. (1 cr.) Mr. SEARLES.

340. INTRODUCTION TO SOCIAL GROUP WORK—

The principles and procedures of group work as a basic approach and method in social work, the application of group work skills to groups with which the social worker deals, and the programs and practices of group work agencies. I. (2 cr.) Mr. BLOOM.

341. ORGANIZATION AND METHODS OF SOCIAL GROUP WORK—

History and development of group work agencies, problems in group work activities, methods of group work organization and practice, and the relationship of group work agencies and activities to community life. Prerequisite, Course 340. II. (3 cr.) Mr. BLOOM.

344. TREATMENT OF DELINQUENCY—

The nature, cause, extent, and methods of social treatment of juvenile and adult delinquency; the police; detention; juvenile and criminal courts; probation; parole; institutions; classification; prevention of delinquency. II. (3 cr.) Mr. EVANS.

350. SOCIAL PSYCHIATRY—

Biological and psychological foundations of character formation and development of emotional life; discussion of social situations, in terms of individual reactions, interpreted according to psychiatric principles. Prerequisite, second-year standing. II. (2 cr.) Dr. BOYD.

360. SEMINAR IN SOCIAL WORK—

A project seminar for study in areas of social work in which formal courses are not offered and for advanced study be-

yond the work offered in classes. Projects will be developed on a group or individual basis in the field of the student's special interest. Prerequisite, consent of the Faculty. I, II, III. (cr. arranged) Members of staff.

370. SUPERVISION IN SOCIAL WORK—

Advanced seminar for social workers in or preparing for supervisory positions. Philosophy and processes of supervision and staff management. Emphasis also on student supervision. Prerequisite, Master's degree in social work or its equivalent and successful experience in social work. III. (2 cr.) Miss MILLER, Miss SANDERS.

Registration, 1941-42

<p>Adney, Betty Ann Allison, (Mrs.) Gladys K. Baldwin, (Mrs.) Nellie Munson Bash, (Mrs.) Rachel Tobin Batson, Helen Lucille Bauer, Rea Dorothy Bever, Janet Edry Blackburn, Cleo Walter Bolte, (Mrs.) Martha Belle Bosma, Theodora C. Boswell, Charles Henry Broich, Lucile Marguerite Brown, Gretna Lillian Brumbaugh, (Mrs.) Mary Ellen Buckner, Julia Anna Carroll, Helen Margaret Carter, Ray Andrew Chenoweth, (Mrs.) Rosalind Barrows Craig, (Mrs.) Jessie Baker Culbert, Wordlow Cecilia Dunn, (Mrs.) Geraldine Kuntz Dunwoody, Mary Agnes DuValle, Doris Mae Edelson, Samuel Eric Ellis, John Duke Evans, Francine E. Foster, Margaret Louise Gold, Frieda Yetta Goodnight, (Mrs.) Virginia Lett Greenberg, (Mrs.) Ruth Dorman Hack, Eleanor Miller Hacker, William Arthur Hahn, (Mrs.) Marietta Finley Hardeman, Deotis Hayes, (Mrs.) Beulah Beatrice Hittle, (Mrs.) Edith Marie Hopper, (Mrs.) Gertrude Baird Horney, Gertrude Nancy Hosmer, (Mrs.) Doris Harpole Howard, (Mrs.) Dorothy Gemmell Hunter, Floyd Gibson Hyde, Mary Ann Hyman, Adeline Dorothy Jacobs, Gordon Lionel Jacobs, (Mrs.) Jessie Beatrice Johnson, Julia Lilmarth Kaplan, Bernice Kassan, Martin</p>	<p>Kassan, (Mrs.) Roberta K. Kaufman, (Mrs.) Charlotte Alida King, Mattie Geneva Knapp, Ruth Miriam Loughery, Richard Miller Lutz, (Mrs.) Mary Katherine Lytle, Howard Godard McBane, (Mrs.) Margaret Goodrich McClain, Gerald Maurice McConnell, Leonard Robert McConnell, (Mrs.) Mary Tuttle McLeod, (Mrs.) Genevieve Means Madinger, (Mrs.) Martha Jane Maloney, (Mrs.) Emily Lee Martin, Charles Virgil Moss, (Mrs.) Ruth Geist Mosser, Lawrence Tillman Paden, (Mrs.) Beatrice Latting Pearlman, (Mrs.) Margaret Herman Remy, Edna Richman, Florence Janet Rogers, (Mrs.) Ruby Swiggett Rothenburger, Jane Rumbold, (Mrs.) Mildred Elsie Ryle, Ethyl Roberta Sachs, Betty Toby Schwier, (Mrs.) Rachel Perry Segal, (Mrs.) Bois Esther Shonle, (Mrs.) Letta Irwin Short, Beatrice Shrader, (Mrs.) Grace Fairchild Stearns, (Mrs.) Martha M. S. Stephens, Corey Agnes Taylor, (Mrs.) Evangeline S. Tompkins, Barbara Trout, (Mrs.) Mary Frances Turner, Lowell Fry Vladoiu, (Mrs.) Virginia Frances Wakelam, Virginia Elizabeth Wehling, Dorothy May Williams, Ilene Frances Withers, Anne L. Wysong, Betty Jane York, (Mrs.) Margaret June Young, (Mrs.) Edith Howard Young, Eleanore Marguerite Zwink, Dorothy L.</p>
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Sound education for social work offers the capable young man or woman a secure and satisfying career in an expanding professional field increasingly important to the development of our democratic civilization.

Self-Help

Scholarships

Basic Budget

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INDIANA UNIVERSITY, 1942-4



The Answers to Many Questions

which students often ask concerning opportunities for earning part of their way, for cooperative living, for winning scholarships, fellowships, loan funds, and other awards, and concerning college expenses will be found in this bulletin.

Application blanks and further details will be provided on request.

Indiana University News-Letter

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VOL. XXX, No. 3

BLOOMINGTON, INDIANA

MARCH, 1942

Self-Help, Scholarships, and Basic Budgets, Indiana University, 1942-43

A. SELF-HELP.

University Employment Service. Indiana University maintains employment offices for assistance to students in obtaining work on the campus, in homes, in city stores and restaurants, and in various other places.

While the University aids about one out of every four or five of its students in finding part-time employment, it cannot guarantee a job for any individual in advance. Employers usually desire personal interviews; they often need help on short notice and will consider only the person who is immediately available.

Student employment services are free, and students will help themselves and their fellow-students by maintaining close contact with the employment bureaus, by making their needs and abilities known, and by reporting satisfaction or dissatisfaction with their work.

Some Students Find Own Jobs. Some students find jobs entirely through their own efforts. A graduating Senior holding a position often recommends some undergraduate for his or her place. While students are urged to help themselves as much as possible in finding jobs, they should *register* at the employment bureaus and report acceptance or termination of any jobs. Only in this way can the employment bureaus give maximum service to the entire student body.

One student who fails an employer is likely to fail many of his fellow-students. One thoughtless act may lead the employer to refuse further consideration of student applicants. Employed students must so budget their time as to maintain their work schedules regularly. *An employer has to run his business during examination week the same as any other week.*

Financial Reserve Needed. New students are advised not to attempt to earn all of their way while attending Indiana University. They should have sufficient financial backing to insure at least the completion of their first semester of academic work.

Women students would do well to have in cash, or in prospect, at least \$200 for fees, books, and unexpected expenses. Inasmuch as more jobs are available for men than for women, it may be possible for a man to start with less. In rare cases, women may also find it possible to enter with less than \$200.

At least one semester is usually required to make adjustments, and in case work cannot be found, a modest financial reserve furnishes the

safety margin which enables a student to complete the semester's program.

Budget Your Time and Money. *Working students must learn to budget their time and money and say "No" when demands are made which cannot be afforded. Each day has only 24 hours and a definite program must be arranged for work, study, recreation, and sleep, and for the unexpected opportunity or emergency. If an employed student develops poor health, or low scholarship, the student will be advised to drop employment and devote full time to studies and health. University officials carefully check scholarship and health throughout the year.*

Most employed students will find it advisable to enroll for less than the regular 15 to 17 hours of college study. The Executive Committee of the Board of Trustees on July 14, 1933, made the following ruling: *"That any girl student working as much as four hours per day not be allowed to carry more than 10 hours of University work unless she has a written permit from the Dean of Women and also from her parents."*

Devote Extra Time to Studies

Those who have the necessary finances are advised to devote any extra time they may have to their studies and thus make better preparation for their life work. In so doing they will leave employment opportunities open to those who are absolutely dependent upon part-time employment.

National Youth Administration Employment. Federal aid for students with satisfactory scholarship who could not possibly attend college without help has offered self-support for both men and women students. To obtain federal relief a student must be a citizen of the United States, between the ages of 16 and 24 inclusive, must have a scholastic record which indicates that he is good college material, and must make a clear showing of extreme need. Statements in support of this condition are required from school and business leaders of the community in which the applicant lives.

In the first semester of 1941-42, 374 men and 181 women students in the University's various divisions held NYA appointments. NYA workers have been earning \$10 to \$12 a month at the rate of 30 cents an hour. Students have been assigned to University work such as the following: research in the libraries and laboratories; clerical work, including typing and tabulating; departmental assistance; recreational activities; mechanical jobs; and maintenance projects.

At the time this bulletin went to press, authorization for continuance of NYA employment for the coming school year (1942-43) had not been received from Washington. Should NYA appropriations not be made available, applicants will be notified.

Appointment of NYA employees, both men and women, is by the Committee on Student Employment, of which Dr. Frank R. Elliott, Director of Admissions, is chairman and Miss Beatrice Chitwood is secretary.

University Employment Service. Separate employment services for women and men students are maintained under the general supervision of the Committee on Student Employment. Women students receive aid through the employment bureau in the office of the Dean of Women, Room 120, Administration Building. Mrs. Fannie L. Weatherwax, secretary to the Deans of Women, is in charge. Men students are aided in finding work through the Student Employment Office, Room 105, Administration Building. Miss Beatrice Chitwood is the Student Employment Secretary.

Applications for Non-NYA work in University offices and divisions should be made *directly* to the following: (1) Mrs. Ralph Nelson, Director of Halls of Residence, Beech Hall; (2) Mr. Harold Jordan, Manager, University Bookstore; (3) Mr. J. E. Patrick, Director, Indiana Union, Union Building (including the Food Department); Heads of Other Divisions and Departments.

Work in Homes for Women Students. *For Room and Board.* Working for room and board proves satisfactory only if a girl looks at the matter as a business arrangement and adjusts herself to the family in which she lives. Before any arrangement is made between the girl and her employer, there should be an understanding of the house duties, care of children, house privileges, social engagements, and her week-ends away from the house. Girls engaged in this type of work should have an opportunity to attend lectures, parties, and their church. Certain nights should be given to the girl for her own cultural development.

We advise girls to come to Bloomington for a personal conference with the women who employ them. In most cases the employer needs a girl in the afternoons. Experience has shown that a girl who is taking the Elementary Teachers' Training Course or who is taking a major in Music or in Physical Education finds it hard to arrange her work so that her afternoons are free, since some of the required work in these courses is given only in the afternoon. There must be an understanding of the number of hours the student is planning to take before an agreement is made. The University recommends that any girl working 20 hours or more a week should carry not more than 10 or 12 hours of college work.

Time the Girl Should Give. The alert, experienced girl should work on an average of 4 hours a day, 7 days of the week, or 28 hours each week. In addition, the employer has the right to expect the girl to take care of children or do similar work 2 evenings each week. Arrangements must be made with the employer if the girl wishes to go home over any week-ends.

For room and 2 meals daily.....18 to 21 hours of work a week
For room and 1 meal daily.....10 to 14 hours of work a week

(Variation in number of hours is made to allow for the difference in value of room or meal; the principal meal is worth more than a light breakfast.)

For room only, 7 to 10 hours of work a week. (Variation is made to allow for value of room and nature of work.)

Remuneration. A room well lighted, well heated, occupied only by the student if possible, and 3 meals each day is the remuneration for 28 hours a week by an experienced person. If there is another occupant in the room this arrangement must be well understood before the student is engaged.

Regulations. Students working in private homes must keep University Association of Women Students and Student Affairs Committee regulations.

Schedule. The kind of work and the time this work is to be done should be planned as thoroughly as possible before the position is taken. Regular study periods should be planned for, as well as periods for recreation, and 8 hours for sleep. There should be an understanding about the girl's telephone calls and whether or not she will eat with the family, and about her parlor privileges.

Preparing Dinners and Serving Them. Average time, 5-7:30 p.m. (2½ hours), \$2.50 each week with 25 cents extra an hour for over-time work.

Office Employment for Women Students. *Stenographic Work.* If a girl is accurate and has had experience she may have an opportunity to get a stenographic position. If a student is on the ground when a vacancy occurs and is able to give satisfaction she may work into a regular position. Those places that are open pay from \$4 to \$6 a week. A few assistant secretaries earn \$10 a week.

Clerical. Clerking, filing, and statistical work pays on an average the same as the stenographic work and the requirement is the same.

Work off the Campus. There are each year a few positions open for afternoon work in the city offices, clerking in stores, assisting in beauty-parlors, etc.

Odd Jobs For Women. *Work by the Hour.* Outside of regular work, students register for calls that come to the office each day. A student who registers for part-time work should arrange her program so as to have at least 3 or 4 consecutive hours free, arranged from 1 to 5 o'clock or over the noon period, since these are the times at which most of the work is available.

Board. There are cafes, tearooms, and restaurants where girls may earn their meals by working on an average of 3 or 4 hours a day.

Employment for Men Students. Men students find two general fields of employment: (1) permanent jobs, and (2) odd jobs. During the last regular school year, 322 men students were aided by the Committee on Student Employment in obtaining employment on the

Bloomington campus. One hundred and twenty-eight were placed in permanent jobs and 194 in miscellaneous odd jobs.

Job Surveys. The University's employment service for men students obtains as complete information as possible concerning opportunities on the campus and in the city. The bureau registers applicants, and as far as possible determines their fitness for specific types of work. The bureau's function, then, is to find the job for the man, and the man for the job. The practice of furnishing an applicant a long list of employers to be interviewed is discouraged. Though a student should help himself in every possible way, it is believed that he will fare better if he has the cooperation of the University's official employment service.

The following kinds of jobs were obtained by registrants at the men's employment bureau last year: clerking; furnace work; general housecleaning; moving furniture; painting; selling on commission; sign painting; stenographic work; tutoring; typing; waiting on table; washing dishes; and yard work.

SUGGESTED SCALE OF PRICES FOR PART-TIME WORK

(This was the prevailing scale for 1941-42)

Type of Work	Rate by the Hour	
	Women	Men
1. Household—		
a. General housework	25 cents	30 cents
b. Care of children (awake)	25 cents	25 cents
When the children are asleep: 25 cents first hour and 10 cents each hour afterwards. (After 10:15 p.m. girls are to be escorted home or sent in a taxi.)		
c. Assisting with teas and dinners	25-35 cents	25-35 cents
d. Experienced catering	30-35 cents	30-35 cents
(Girls must dress in plain dress and have an apron or smock.)		
e. Cooking	25-35 cents	25-35 cents
f. Sewing	25-35 cents	
g. Errands	20-25 cents	20-25 cents
h. Furniture moving		35 cents
2. Lawn work		30-35 cents
3. Office Work—		
a. Clerical	30 cents	30 cents
b. Mimeographing	30 cents	30 cents
c. Cutting stencils	25 cents	25 cents
d. Stenographic	30-40 cents	30-40 cents
e. Typing	30 cents	30 cents
Per page: single space, 10-20 cents; double space, 10-15 cents; tabulating work, 20-50 cents; carbon copies, each page, 2-5 cents.		
f. Translation	50 cents to \$1	50 cents to \$1
g. Tutoring	50 cents to \$1	50 cents to \$1
4. Restaurant work	3 meals for 4 hours of work	
5. Work for room	7-10 hours a week (depends upon value of room and nature of work).	
6. Furnace-tending in residences.....	\$1 a week up (depends upon time required).	

Cooperative Dining Room for Men and Women. Men and women students desiring to economize on food expenses and save from \$65 to \$75 a year may avail themselves of the facilities of the Cooperative Dining Room. Eighteen meals, over a six-day period, are served cafeteria style for \$2.75 a week. After the third consecutive week at this price, the student works six hours during the fourth week and receives the eighteen meals that week for \$1.75. This four-week cycle repeats itself continually during the remainder of the year.

The Cooperative Dining Room is under the supervision of the Indiana Union Food Department, and is supervised by the Food Manager, who sees that properly balanced meals are served and regulates student working assignments. Applications are not required in advance of enrollment in the University. Students desiring to avail themselves of this opportunity may do so at the Cooperative Dining Room in the Union Building after registration and enrollment in classes. A class schedule is required on each enrollment blank in order that work assignments may be made out. Tickets are sold each Friday noon for the week following. Students are not obligated to sign up for the entire semester.

Prices have been, for some time, as listed above. However, they are subject to change, depending upon food costs. The average enrollment is approximately 125.

Cooperative Residence Hall for Women. Forest Hall, one of the four buildings forming the quadrangle of the Women's Residence Center, is operated on a semi-cooperative basis during the first and second semesters. Here students keep their own rooms and do office work amounting to approximately 40 hours a semester. Residents of Forest Hall furnish all of their bedding and launder it. Rooms are reserved only for those willing to share the responsibilities of house management and work. Room rent is \$2.50 per week for each girl in a double room. Attractive lounges and recreation rooms are available along with the various service rooms such as laundry, pressing, etc.

Meals are not served in Forest Hall, and most of the girls living there eat at the Cafeteria in the Union Building or in the Cooperative Dining Club mentioned above.

Cooperative House for Men. Any group interested in organizing a Cooperative House is invited to consult with Mr. Harold Jordan, Director of Service Enterprises, Room 210, Administration Building.

B. SCHOLARSHIPS, FELLOWSHIPS, LOAN FUNDS, AND OTHER AWARDS.

The Committee on Scholarships, Room 105, Administration Building, Dr. Frank R. Elliott, Chairman, has general charge of the administration of scholarships, and application should be made to this Committee unless otherwise specified.

State Scholarships. Two hundred State Scholarships, paying \$90 of the student's fees during a three-semester year (\$30 each semester) are awarded to legal residents of Indiana. High school seniors recommended by their principals and students at Indiana University and other colleges are eligible to compete. Applications should be filed by February 15 prior to the year for which the scholarship is desired. High school seniors should apply directly to their principals.

Special Merit Scholarships. Special Merit Scholarships, remitting \$75 of the student's fees during a three-semester year (\$25 a semester),

are available to both residents and non-residents of Indiana. General scholarship, special proficiency in Mathematics, Latin, Music, Physical Education, or some other special field, and a marked degree of economic need are considered. These scholarships are restricted largely to new students.

LaVerne Noyes Scholarships. Twenty to twenty-five scholarships, usually remitting about half of the student's fees, are awarded to veterans of the World War or to their sons and daughters. Enlistment must have occurred not later than May 11, 1918, unless there was overseas pre-armistice service. Residents and non-residents of Indiana, high school seniors and college students alike, are eligible to apply.

Awards for the Children of Disabled Veterans. A fee remission of \$30 a semester for a maximum period of 8 semesters is authorized under the Indiana statute of 1941 to each child of a World War veteran, which child has lived in Indiana five years and whose parent was wounded, gassed, or disabled, or is suffering from a service-connected disability.

Music Scholarships (see also the Mary Book Scholarship). Five scholarships, valued at \$151.50 each, are available to competitors in the State Music Contest, in piano, violin, cello, boy's voice, and girl's voice, and six scholarships of \$80 each are available, in recognition of outstanding proficiency in piano, violin, cello, boy's voice, girl's voice, wood wind instruments, and brass instruments. Apply to the Dean, Indiana University School of Music.

William Lowe Bryan Scholarship and Fellowship Fund. This fund provides cash scholarships to students of outstanding scholarship, character, leadership, and future promise. Four scholarships of \$125 each were awarded for 1941-42.

Army and Navy Scholarships. One of these scholarships is available to the son or daughter of an Army officer, and one to the son or daughter of a Navy officer. Value, \$75 in fee remission during a year of three semesters.

Joseph Swain Scholarships. One \$100 scholarship is available to the most outstanding senior in the graduating class of the Pendleton High School. Apply to the High School Principal or Superintendent of Schools at Pendleton, Indiana.

General scholarships paying at least \$75 each in fee remissions for the three-semester year are also available.

Charles E. Booe Memorial Scholarships. These scholarships are "to help worthy students needing financial aid, preferably students from Connorsville or Fayette County, Indiana." The number and amount of these scholarships depend on available income.

Extension Division Scholarships. Numerous scholarships are available to Extension students in the Centers at Indianapolis, Fort Wayne, East Chicago, South Bend, and Logansport. Applications should be made directly to the heads of these Centers.

State Vocational Rehabilitation Scholarships. Physically disabled students may apply for a State Vocational Rehabilitation Scholarship providing for the payment of fees and books. Applications should be addressed to Mr. Slater Bartlow, Supervisor of the Vocational Rehabilitation Division, Department of Education, State House, Indianapolis, Indiana. One hundred and thirteen of these scholarships were awarded last year.

Mary Q. Burnet Memorial Loan and Scholarship Fund. Income from this fund is for loans or scholarships to junior and senior men students of Indiana University. The scholarships usually remit about half of the student's fees.

Graduate Scholarships. A number of graduate scholarships providing major fee remissions are available for graduate students transferring from other colleges to the non-professional graduate divisions of Indiana University. Apply to the Dean of the Graduate School.

Miscellaneous Scholarships. Many additional miscellaneous scholarships are awarded. Selections are usually made directly by the sponsoring organizations, but the Committee on Scholarships will assist prospective applicants in obtaining information and directions.

Miscellaneous scholarships include the following:

The Mary Book Music Scholarship, of about \$30, toward the fees of an American woman student in Public School Music; two Central Scholarships, awarded from the profits of the *Arbutus*, the Junior Prom, and the Senior Siwash; the Dewey-Brayton Scholarship to a Freshman medical student; the *Fort Wayne Journal-Gazette* Scholarship, of \$75, to a former carrier for resident study at Bloomington; the *Fort Wayne News-Sentinel* Scholarship, of \$75, to a former carrier desiring to study either at Bloomington or at the Fort Wayne Extension Center; the Louis C. Huesmann Research Scholarship in child health in the Riley Hospital in Indianapolis; Indianapolis Foundation Scholarships, for students from Indianapolis; Law School Alumni Fund Scholarships for law students; the Don Mellett \$200 Scholarship to Sophomore journalism students, awarded by Sigma Delta Chi, journalism fraternity; Morristown Community Club Scholarships; three Mortar Board Scholarships of \$44.75 each for women students; Niezer Scholarships in dramatics, covering one semester's fees; a Panhellenic Scholarship, covering one semester's fees for an organized woman student; the Bess Williams Pittenger Fund Scholarship for a woman student from Fayette County or Connersville, Indiana; two Pleiades Scholarships, of \$45 each for women; a Skull and Crescent Scholarship, of \$50; two Sphinx Club Scholarships, of \$40 each for Sophomore men; one Theta Sigma Phi Scholarship of \$44.75 to a woman student of journalism; scholarships carrying principal fee remissions to students from Latin-American countries.

Departmental Fellowships. Several University divisions offer fellowships to graduate and upperclass students, usually paying from about \$300 to \$600 a year. Among them are seven graduate counselors in Residence Halls for Men; three graduate counselors in Residence Halls for Women; four graduate night chaperons in Residence Halls for Women; fourteen graduate counselors in fraternities and sororities; ten All-University Fellowships for graduate students; ten or more School of Business graduate assistantships. Apply to the department or sponsoring organization.

Loan Funds and Other Awards. A number of loan funds, contributed by alumni and friends, are available for men and women students in financial need who have demonstrated high scholastic ability over a period of time, and who find themselves, often suddenly, in need of financial assistance. With few exceptions, loans amount to \$75 a semester and are not made available to first-year students. Women should apply to Mrs. Kate H. Mueller, Dean of Women, and Chairman of the Women's Loan Fund Committee, Room 120, Administration Building; and men should make application to Dr. C. E. Edmondson, Dean of Men, Room 110, Administration Building.

C. BASIC BUDGETS FOR A SEMESTER

Since fees are very low at Indiana University, it is clear that the student's budget depends largely upon his scale of living. Many students practice rigid economy. The following basic budgets suggest the wide range of expenses which will be found. Rates for room and board in the Residence Halls for the third semester, May 7-August 22, are as follows: *South Hall*—double room, \$140; single room, \$156; *North and West Halls*—double room, \$165; single room, \$180; *Sycamore, Beech, and Memorial Halls*—double room, \$165; single room, \$180; small double in Memorial Hall—\$140. The rate for room, without board, in *Forest Hall* will be: double room, \$50; single room, \$70.

The foregoing third semester rates are the same for each day as those charged the first two semesters of 1941-42. The following rates for the first semester of next year are somewhat higher because of increasing costs of food. Future rates will be subject to such changes as may be necessary in view of possible increased cost of food.

Budgets for Men Students—One Semester

(Board, Room, Fees, Books)

Economical Scale

(Fully approved by the University)

1. Board at I.U. Cooperative Dining room (\$2.75 for six days, plus 75 cents for Sunday)	\$ 61.25
*2. Fees for Arts and Sciences (see note)	44.75
3. Room rent at \$2 per week (two in room)	32.00
4. Books and supplies	15.00
	<hr/>
	\$153.00

* See note on page 12.

Moderate Scale

(In private homes)

1. Board at I.U. Cafeteria or town cafes, 81 cents daily	\$90.72
2. Room rent at \$2.50 per week (two in room)	40.00
*3. Fees for Arts and Sciences (see note)	44.75
4. Books and supplies	15.00
	<hr/>
	\$190.47

Liberal Scale

1. Board at \$7.00 per week	\$112.00
2. Room rent at \$5 per week (single room)	80.00
*3. Fees for Arts and Sciences (see note)	44.75
4. Books and supplies	15.00
	<hr/>
	\$251.75

South Hall Scale

(South Hall accommodates 92 men)

**1. Room and board in double room	\$161.00
(single room \$16 additional)	
*2. Fees for Arts and Sciences (see note)	44.75
3. Books and supplies	15.00
4. Social Fee	2.50
	<hr/>
	\$223.25

West and North Hall Scale

(West Hall accommodates 134 men; North Hall, 157 men)

**1. Room and board in double room	\$186.50
(single room, \$15.50 additional)	
*2. Fees for Arts and Sciences (see note)	44.75
3. Books and supplies	15.00
4. Social Fee	2.50
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	\$248.75

Budgets for Women Students—One Semester

All Freshman women are required to live in one of the University Halls of Residence during their first two semesters in school unless excused by the Dean of Women.

- I. Approved Private Homes (In most private homes students furnish their own bed linen. Extra Charges: 10 cents an hour for pressing, 25 cents a week for light laundry, 50 cents a week when bed linen is furnished, 50 cents a month for radio.)

Economical Scale

1. Board at I.U. Cooperative Dining Room, \$2.75 for six days and 75 cents for Sunday	\$ 61.25
2. Room rent at \$2.50 a week (two in a room)	36.00
*3. Fees for Arts and Sciences (see note)	44.75
4. Books and supplies	15.00
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	\$157.00

Moderate Scale

1. Board at I.U. Cafeteria or town cafes, 81 cents daily	\$ 90.72
2. Room rent at \$2.50 a week (two in a room)	40.00
*3. Fees for Arts and Sciences (see note)	44.75
4. Books and supplies	15.00
5. Extra charges	4.50
	<hr/>
	\$179.97

* See note on page 12.

** These rates are for the first and second semesters, 1942-43.

Liberal Scale

1. Board at I.U. Cafeteria and town cafes at \$7 a week	\$112.00
2. Room rent at \$3 a week (two in a room)	48.00
*3. Fees for Arts and Sciences (see note)	44.75
4. Books and supplies	15.00
5. Extra charges	7.20

 \$226.95
II. In Memorial, Sycamore, and Beech Halls

a. Memorial Hall accommodates 204 women; Sycamore Hall, 228 women; Beech Hall, 114 women.	
**1. Room and board in regular double room	\$186.50
*2. Fees for Arts and Sciences (see note)	44.75
3. Books and supplies	15.00
4. Social Fees	2.50

 \$248.75

Room and board in small double room with sleeping porch costs \$161.00
 total 223.25

In single room, \$202, total \$264.25

Forest Hall

b. Forest Hall accommodates 140 women. No meals are served and the room prices do not include bed linen and room service.	
1. Board at I.U. Cafeteria and town cafes at 81 cents a day	\$ 90.72
**2. Room rent in double room	40.00
*3. Fees for Arts and Sciences (see note)	44.75
4. Books and supplies	15.00
5. Social Fees	2.50

 \$192.97

Costs of clothing, laundry, amusements, travel, membership fees, and incidentals vary so widely that only basic items are shown above. A survey of the all-expense budgets of 498 students living economically in 1941-42 indicated an average budget for all purposes, including clothing and transportation, of \$195.69, a semester. Another survey representing a cross section of all students, rich and poor alike, indicated a median expense budget for all purposes, including clothing and transportation, of \$336.53 a semester.

*Note: Fees each semester for residents of Indiana are shown above for Junior Division, Arts and Sciences, Education, Music, and Graduate School courses. Fees for the professional courses are as follows: Law, \$52.25; Business—Sophomores, \$46; Junior and Senior, \$52.50; Medical, \$108.75 at Bloomington, \$108.50 at Indianapolis; Nurses' Training, \$25; Dental, \$128 first semester, \$103 second semester; Applied Music, \$40. Small laboratory breakage and miscellaneous fees and deposits are required in certain courses. Increased fees are charged students who are nonresidents of Indiana. The increase is \$17.50 a semester, for instance, in Arts and Sciences.

** These rates are for the first and second semesters, 1942-43.

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BLOOMINGTON, INDIANA

APRIL, 1942

TWENTY-NINTH ANNUAL CONFERENCE ON EDUCATIONAL MEASUREMENTS

APRIL 28, 1942

and

NINETEENTH ANNUAL CONFERENCE ON ELEMENTARY SUPERVISION

APRIL 24, 1942

Under the auspices of the Bureau of Cooperative Research and Field Service, School of Education, Indiana University

PROGRAM OF TWENTY-NINTH ANNUAL CONFERENCE ON EDUCATIONAL MEASUREMENTS

Tuesday, April 28, 1942

All sessions will be held in Alumni Hall,
Union Building

Morning Session, 10:00 a.m.

Virgil J. Stinebaugh, Assistant Superintendent of Schools,
Indianapolis, presiding

- 10:00 Fact and Fancy in Educational Measurement. S. A. Courtis,
Professor of Education, University of Michigan
- 10:45 Address of Welcome. Herman B Wells, President of Indiana
University
- 11:00 Panel Discussion on Current Theories and Practices of Educa-
tional Measurement
- H. B. Allman, Superintendent of Schools, Muncie, Chairman
- Clyde Parker, Superintendent of Schools, Washington
- J. C. Rice, Superintendent of Schools, Martinsville
- Alfred C. Senour, Assistant Superintendent of Schools, East
Chicago
- Philip M. Bail, Dean of the College of Education, Butler
University

Afternoon Session, 2:00 p.m.

Harry H. Mourer, Superintendent of Schools, Bedford, presiding

2:00 Next Steps in Educational Measurement. S. A. Courtis, Professor of Education, University of Michigan

2:45 Panel Discussion on the Future of Educational Measurements
Merrill T. Eaton, Associate Professor of Education, Indiana University, Chairman

I. Owen Foster, Associate Professor of Education, Indiana University

Robert C. Scarf, Associate Professor of Education, Ball State Teachers College, Muncie

Wendell W. Wright, Dean of the Junior Division, Indiana University

**PROGRAM OF THE NINETEENTH ANNUAL CONFERENCE ON
ELEMENTARY SUPERVISION**

Friday, April 24, 1942

All sessions will be held in the auditorium of the
University School

Morning Session, 10:00 a.m.

Ruth G. Strickland, Assistant Professor of Education,
Indiana University, presiding

10:00 The One-Teacher Schools of Indiana. Wendell W. Wright,
Dean of the Junior Division, Indiana University

Discussion

10:45 Address of Welcome. Herman B Wells, President of Indiana University

11:00 Today's Schools and Tomorrow's Citizens. E. T. McSwain,
Professor of Education, Northwestern University

Afternoon Session, 2:00 p.m.

Robert Wyatt, Executive Secretary, Indiana State Teachers Association, presiding

2:00 Supervision in Music. Samuel T. Burns, Professor of Public School Music, Indiana University

2:45 Evaluating the Program of the Elementary School. E. T. McSwain, Professor of Education, Northwestern University

The afternoon session will be followed by a tea in the Home Economics rooms, Rooms 207-211, in the University School.